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ABSTRACT

During the academic year 1975-1976, a program for near-illiterate adults was designed and carried out at The Johns Hopkins University, Evening College and Summer Session. The goal was to help persons with severe reading problems obtain necessary skills to enter the world of work or move up in the world. Counseling, both group and individual, was provided to help in adjustment difficulties. The original program of 14 weeks was supplemented by a 6-week program. Professionals were recruited and trained to provide the remediation services on a multi-disciplinary basis. Clients who did not have jobs prior to the program obtained jobs; some were upgraded. The largest number of dropouts were referrals from Manpower. In the followup study, all who completed the program claim to be helped; some in the job search, but all claim to have been helped in reading. This publication describes in detail the recruitment and training of the professionals involved; the interviewing of the adult clients; the instructional program; and a followup study. Also included are a description of the extension program which followed the original period of instruction, and a list of recommendations for future programs. (Author/EF)

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FINAL REPORT

Recruitment And Training Of Professionals To Work With Adults With Specific Learning Disabilities So That They Might Become Employable Or Promotable

Prepared For:

The
Maryland State Department of Education
Division of Vocational Technical Education
by the
THE EVENING COLLEGE

The Johns Hopkins University

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We thank the reading teachers and counselors who participated in the project, Mrs. Mary Kay Martin for the writing of the final report, the Division of Vocational Rehabilitation, Maryland State Department of Education for their part in assisting the direct service clients, and Dr. Roman J. Verhaalen, Dean of the Evening College, The Johns Hopkins University, for accepting the challenge and the promise this project embodied.

Projects such as this one enable us to teach specialists in specific areas. It is therefore possible for the specialists to work more effectively with adult learning disabled populations. This should result in many persons being helped by those trained to become employable or promotable. The project is important not only in an academic sense but also because it affects human lives in very concrete ways. In this particular project, all of the professionals who were trained by us and many of the clients who were taught by them continue to report to us that they were affected very positively. Therefore the Education Division as well as the students who participated in the project are pleased, for both have benefitted.

Gilbert B. Schiffman

Gilbert B. Schiffman, O.D., Ed.D.
Project Director
Professor and Director
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ABSTRACT

This was an educational and counseling program for unemployed and underemployed adults to permit them to move ahead in the world of work. Small group and individual instruction in reading leading to the acquisition of specific vocabulary and skills was provided over a fourteen week period. Individual and group counseling was the other phase of the total program and was coordinated with the reading program.

PROGRAM REPORT

Johns Hopkins University's Recruitment and Training of Professionals to Work With Adults With Specific Learning Disabilities So That They Would Become Employable or Promotable

PART I.

Program Introduction

PART II.

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PART I. PROGRAM

INTRODUCTION

The right to work has been a basic philosophy which has been inculcated by our educational system into the minds of all people in our free society. The total well being of each individual "who knows how and can do" rests on this premise. That one can carry his or her share of the responsibility of functioning self-sufficiently in a socio-economic setting is the measurement of success for the "good life" in our culture.1/ Most recent government surveys have revealed that an ever-increasing and drastic discrepancy exists between those "who know how and can" and "those who don't know how and can't".

Adults with specific learning disabilities, in the greater Baltimore region, particularly in the realm of communications disorders, were the beneficiaries of this program made possible by a grant from the Maryland State Department of Education, Division of Vocational-Technical Education. Many of these identified adults could not find employment, or if they were employed, were handicapped in the area of job promotion.

PROGRAM DESCRIPTION AND PURPOSE

After a training seminar, six reading specialists and six counselors worked with the adults who had been identified as having specific learning disabilities, particularly in the area of communicative disorders. The twelve professionals learned to: (1) provide a differential diagnosis; (2) apply remedial instructional procedures; and (3) understand and cope

1/ Vocational Education for Handicapped Persons, U.S. Department of Health, Education and Welfare, p.2, U.S. Government Printing Office.

with the attitudes, feelings, and reactions of adults who have failed because of difficulties with the written language.

The purpose of the program was two-fold: (1) to train reading specialists and counselors to work with adults with specific learning disabilities so that they would become employable or promotable; and (2) to assist sixty slow learning adults in the greater Baltimore area in becoming employable and/or promotable.

CRITERIA FOR ACCEPTANCE

A criteria for entrance into the program was that these adults should possess average intelligence and sensory acuity, and exhibit deficiencies only in such areas as association, conceptualization, attention, perception and/or receptivity which interfere directly with communication and cognitive learning. Each applicant was given a standardized reading test. Those applicants who scored below the 3.5 grade level were considered for admission into the program. Each adult was informed that it would be his or her own responsibility to come to the Homewood campus for a period of 14 weeks and participate in the sessions in reading remediation and counseling. The applicants considered for acceptance had to presently unemployed or prevented from moving up the career ladder because of learning disabilities.

The Johns Hopkins Reading Program was divided into four phases.

Phase I Recruitment and training of professionals (six reading specialists and six counselors) who wished to learn specific skills and techniques applicable to working with the learning disabled adult.

Phase II Interviewing and recruitment of adults, in the greater Baltimore area, with learning disabilities especially reading retardation.

Phase III Instructional program of direct service to clients (January - May 1976).

a. Reading

b. Counseling

c. Extension program (6 weeks, May and June)

Phase IV A follow-up study of each client after remedial instruction and counseling; and an evaluation of the entire program.

PART II

Phase I Recruitment and Training of Professionals Who Wish to Learn Specific Skills and Techniques Applicable to Working With The Learning Disabled Adult

The first phase of the Johns Hopkins reading program was officially begun in October 1976. The six reading specialists were selected from a group of graduate degree students at Hopkins and from specialists in the Baltimore area with known expertise in reading and specific interests in adults with learning disabilities. The six counselors were likewise chosen from either the pool of post-masters degree students at Hopkins or from counselors in the Baltimore area who had specific interest in working with learning disabled adults.

Notices were placed in thirteen colleges recruiting for the above positions. Thirty-one counselors and twenty-six reading specialists replied in response to the available positions. Each prospective counselor was interviewed by Dr. Lee Richmond, Assistant Professor at Hopkins. Dr. Richmond was responsible for recruiting the counselor trainees and the subsequent counselor training seminars. Dr. Paul Daniels, Associate Professor of Education at Hopkins, assumed the responsibility of recruiting and training the reading specialists who were employed for the Hopkins program.

It was necessary that each of the twelve professionals finally chosen to serve this handicapped population would exhibit qualities of empathy and sincerity in working with these disadvantaged adults. The varying professional backgrounds that each of these reading teachers and counselors brought to the program combined to make a qualified staff to teach and counsel this handicapped population.

College credit was also made available to the reading specialists and counselors upon completion of additional requirements set by Dr. Richmond and

Dr. Daniels. Two of the counselors obtained degree credits as a result of their participation in this program.

The Johns Hopkins University Evening College provided twelve one-half day training sessions for the six reading specialists under Dr. Paul Daniels' direction. These were held from October through November.

The reading teachers received intensive training or retraining in differential diagnosis. This involved informal and standardized reading achievement evaluation, word recognition ability and skills, memory span and associative learning abilities. Measures of specific skills in word attack and comprehension were measured by criterion referenced inventories throughout the training program.

Teachers were also taught how to teach the students a multi-sensory approach to word learning. The technique employed was basically a modified Fernald procedure. When appropriate, word attack skills using a syllabic phonics approach were introduced. When it became evident that certain spelling and writing tasks needed to be dealt with, the visual-auditory-kinesthetic method for word learning was also used.

The material used were teacher-prepared, actual on the job forms, and normal paper and pencil data requirements. Reference materials of various types were used when appropriate.

The entire goal of the literacy program was shaped to heighten the students' abilities in a specific area although to a limited degree.

At the same time, counselors were trained to interpret the differential diagnoses of reading specialists, to work on an individual basis with client feelings about remedial procedures to be used, to understand the specific concerns of adults who have experienced failure because of written language difficulties, and to understand the specific and general concerns of their families.

Dr. Lee Richmond also employed group participation and didactic instruction in self-disclosure exercises, decision making processes, and realistic goal setting procedures in the counselor training program. Additionally, they were trained in Dr. Ray Ziegler's Creative Career Development Process, and to administer, under supervision, the Wechsler Adult Intelligence Scale and the Tennessee Self-Concept Scale.

Background of professionals selected:

Reading Specialists

1. teaching reading and study skills w th the Community College of Baltimore
2. employed with Harford Community College in the PREP program
3. reading specialist, Baltimore County Board of Education
4. teacher/counselor, Montgomery County adult education
5. teacher in Baltimore County
6. reading specialist, presently unemployed

Counselors

1. employed by School of the Chimes
2. teacher for Baltimore County
*3. house counselor for Baltimore Association for Retarded Citizens
4. employed by Johns Hopkins School of Hygiene and Public Health
5. R.N. currently unemployed

*There was only one male professional selected. Excellent rapport was established between this counselor and several males who were accepted into the program from a federally funded government agency. In the future if such a program be reinstated, it is strongly recommended that it include male professionals on its staff.

6. Counselor in Baltimore County elementary and high schools, librarian, special education teacher in Baltimore County; currently unemployed.

Phase II Interviewing and Recruitment of Adults In the Greater Baltimore Area With Learning Disabilities ; Focus: Reading Retardation

A program coordinator was hired to recruit adults from the greater Baltimore area with learning disabilities focused on reading skills. This recruitment started in December and continued through January. Articles advertising that classes in group and individual counseling and in reading would be held free of charge on the Homewood campus were printed in the local papers. It was also publicized that there would be both night and day sessions in this program. News American and the Baltimore Sun carried articles on the program. Local T.V. and radio stations were contacted and spot announcements were made requesting those adults who were interested to call the Hopkins campus for an appointment. Letters were written by the coordinator to the AFL-CIO labor unions requesting that they publicize to their members the availability of the reading program. Letters were also sent to various social agencies, vocational rehabilitation centers, hospitals, and schools for learning disabled. Among the agencies contacted for possible applicants were Calvert Adult Education Center, Kennedy Institute, Baltimore New Division for Women, Governor's Committee for Employment of the Handicapped, Manpower and the Department of Correction. All of these sources were asked to forward the names of possible applicants whom they felt might profit from the reading program.

Some of the applicants were self-referred. Their source of information concerning the program was word of mouth from family, friends or relatives. One of the clients said she had read the article in the newspaper although a later reading test score would have indicated that this was highly improbable. Letters were also sent to reading specialists

in Baltimore area community colleges asking for prospective applicants.

Eighty-nine prospective applicants were contacted by letter and an appointment was set up for each to come to the Hopkins campus. The letter stated that further information about the reading program as well as a short test would be given at this time.

The Stanford Diagnostic Test, Level 1, was administered to all applicants. The reading specialist and/or coordinator testing the group preceded each session with the remarks that the applicants do their best and that the score was not important. It was further stressed that a low score would not keep them out of the program. Each of the prospective clients was observed during the testing process and any noticeable frustrations were recorded.

During the early period of the counselor training seminars an interview sheet was devised by the group to be used for this initial interview. It was felt that this questionnaire would provide useful information that could be used in working with the adults chosen.

Interviewing of applicants followed the testing session. The attitudes and manner as well as the reply to each of the inquiries was noted by the counselor. It was felt that this initial information would be invaluable in the counseling situation. It also gave the counselors the opportunity to meet with prospective clients to help determine the acceptability of the adult for the program. Revealing comments such as "last resort" (meaning Hopkins reading program), "some call me a dummy", "like to read better, talk better, act better - enjoy life more", and "something wrong with me that I can't read" were expressed. Almost all

of the applicants when asked the question "What would you like to know from us?" responded that they wanted to learn to read!

The interviewing counselors felt that more time should have been alloted for this segment. For future programs having all counselors present at each testing session would reduce the number of interviews per counselor. Consequently, additional time could be spent with each applicant.

Interview Questions

1.) Name: Age:

Address: Marital Status:

Phone: Children: Ages:

Current Job Status:

2.) What has been happening to you in the job field?

3.) Tell us what you are particularly good at in the job field?

4.) Could you tell us how you would like to be described? If it helps, tell us what you would look for in a friend?

5.) What results do you see the program providing you? What part will you play in getting those results?

6.) What would you like to know from us?

At the conclusion of the testing and interview period each adult was told that he would be informed if he were accepted.

The criteria for acceptance into the program was three-fold: (1) that the applicant score below the 50%-ile (40 R) or 3.5 level on the Stanford Diagnostic Test, (2) that they have no severe emotional problems that could not be dealt with within the scope of this program and (3) that they were willing to meet the obligation of coming to Hopkins to attend both reading and counseling sessions twice a week for a 14 week period.

Twenty-two of the eighty-nine applicants were not accepted for the Hopkins program. The scores on the Diagnostic Test for these applicants were above the cut-off point which had been established for acceptance. For most of the non-accepted applicants a referral was made by the coordinator. These referrals included the reading program at Anne Arundel Community College, Creative Career Development Class at Dundalk Community College, Adult Basic Education in Harford County, the reading lab at Catonsville Community College, single-step reading program at Dundalk Community College and Vocational Rehabilitation. One applicant was not considered eligible because of lack of interest or motivation as well as a score above the 50%-ile. A second letter was sent by the coordinator informing each of the sixty-seven candidates that they had been accepted.

TEST USED:

"Stanford Diagnostic Reading Test"
Test I: Reading Comprehension
42 questions
If 21 or less correct, score falls in the 1st percentile

26 R	-	2%	35 R	-	20%	
28 R	-	4%	36 R	-	24%	
29 R	-	6%	37 R	-	30%	
31 R	-	8%	38 R	-	34%	
32 R	-	10%	39 R	-	38%	
33 R	-	12%	40 R	-	50%	(Cut-off Point)
34 R	-	14%	41 R	-	70%	
			42 R	-	84%	

For the Hopkins Reading Program the cut-off point for acceptable applicants was below the 50%-ile.

FIGURE 1

22 Applicants Not Accepted for Hopkins Program

	Stanford Diagnostic Rank	Referral By Program Coordinator To:
#1	84%	Anne Arundel Community College - reading program
#2	70%	Dundalk Community College - Creative Career Development Class
#3	50%	No motivation; no interest
#4	50%	Vocational Rehabilitation
#5	84%	Vocational Rehabilitation; also Adult Basic Education program in Harford County
#6	50%	Referral unknown
#7	70%	Catonsville Community College - Reading lab
#8	50%	Referral not made
#9	70%	Referral not made
#10	84%	Referral not made
#11	84%	Dundalk Community College - Reading program
#12	70%	Referral not made
#13	84%	Vocational Rehabilitation
#14	84%	Referral not made
#15	84%	Referral not made
#16	38%	Dundalk Community College - Single-Step Program
#17	84%	Special Reading Program at Dundalk Community College
#18	84%	Special Reading Program at Dundalk Community College
#19	84%	Special Reading Program at Dundalk Community College
#20	84%	Special Reading Program at Dundalk Community College
#21	84%	Special Reading Program at Dundalk Community College
#22	84%	Special Reading Program at Dundalk Community College

Eleven adults who were accepted did not show up for class when the sessions began. As many as possible of this group of eleven were contacted. Reasons for not showing up for class varied from "did not want to attend", "could not afford transportation", "was not allowed to attend", disciplinary action from the Department of Correction, "too far" and "going to Calvert Adult Education Center". One of the applicants could not attend because of a conflicting job schedule.

Seven new adults who were not a part of the reading program entered the Extension program which was held during June and July. This Extension group will be considered separately in a later part of this study.

The initial group was comprised of forty-nine adults who were divided into three classes. Two sessions met during the day and one was held during the evening. It was felt that with this scheduling more of the population could be reached. Each class group was assigned two reading specialists and two counselors.

Twenty-three adults completed the course in its entirety. Twenty-six dropped out of the program.

FIGURE 2

Stanford Diagnostic Score, Sex and Reason for Not Coming to Program of Eleven Accepted Applicants

	Score	Sex	Reason for Not Coming
#1	1%	Female	"did not want to attend"
#2	24%	Male	never showed
#3	1%	Male	never showed
#4	38%	Male	attended 2 sessions, dropped
#5	1%	Male	dropped after 1 session, could not afford transportation
#6	12%	Male	unable to attend because of work schedule
#7	1%	Male	not allowed to attend, ruling from Department of Correction
#8	--	Male	never showed
#9	--	Male	"too far to come"
#10	1%	Male	attended 1 session - going to Calvert
#11	1%	Male	attended 1 session - reason unknown

Ten males and one female were accepted but did not participate in the program. Three of the males attended 1 session and then dropped out; one male attended class 2 times and dropped. It was difficult for the coordinator to contact many of these drop outs because of change of address, disconnected phones, as well as unpublished phone numbers.

Phase III Instructional Program of Direct Service to Clients

The Group Counseling Sessions

Two counselors were assigned to each of the three groups. The classes totaled in number respectively seventeen, sixteen and sixteen.

By learning to verbalize his concerns, his ambitions and his frustrations, each student in the group was encouraged to develop his self image. The acceptance of his peers within the class and the sharing of similar experiences helped to develop and strengthen the self-concept of each individual. The small group counseling sessions made it possible to effectively share experiences which involved the clarification of values and eventually the goal of self-discovery. The setting of realistic goals within the job market was an important step undertaken by these students.

Many of the Human Potential Techniques were employed. These had been reviewed during the counselor training seminars. Each adult student was given the responsibility of participating within the group. Hesitancy disappeared when the members of the group reached out to help those who had difficulty expressing their feelings and thoughts.

The sharing of "life lines" revealed to the students that obstacles that life presented could be overcome or at least lessened when values

and decisions were made by the individual concerned. A counseling session devoted to "values" was a particularly meaningful one. As a student remarked, "I always thought of the word 'value' to mean dollars and money". To learn what is important to each person and in what order was a revelation to a group that probably had given little thought to self analysis.

During the session on decision making one of the adults insistantly denied "that he made any decision that week". Some time during the remainder of the session he related a weekend happening which had greatly upset him. Two friends he was with had stolen something and ran when the law arrived but he did not run from the police "because I had not done anything wrong". The entire group let him know that he probably made the most important decision of his life. It was a revealing self-discovery situation for this particular client.

Many of the counseling sessions were devoted to available job possibilities and background experiences that would qualify an adult for a particular job. One fifty-three year old client had taken care of family members for many years but had never realized that this was good experience for a job as a companion. Through the counseling sessions, she subsequently registered with several agencies and is now employed three days a week.

Individual Counseling

Each student was assigned to a counselor for individual counseling. During these sessions any personal or family problems with which these counselees were confronted were freely expressed by them. The number of sessions

with each counselee was determined by his or her expressed own need.

Clients were also taught during these sessions how to write a job resume; some sessions were spent in teaching people how to contact employers for jobs, learning how to set up an appointment for an interview, and where to look for jobs. A list of possible job opportunities was compiled by the counselors during the training period. This was also used as a possible source of employment.

Self discovery was a vital ingredient in the making of an employable job applicant and only through the counseling process was this possible in many cases with the population of this study.

A half an hour each week, when necessary, was set up for a sharing of vital information between the reading specialists and the counselors involved with each group. This open channel of communication was important for the professionals involved. Reading levels, skills covered, interests, motivations of clients were learned and discussed during this period of time.

The Reading Program

The reading classes were held twice a week; each period was an hour and a half in duration. The classes were taught by a team of two reading specialists who operated both on an individual and a group basis. Each of the three class groups was comprised of adults who were functionally illiterate, functionally literate, and readers.

Since the program was designed to help adults build functional reading skills which would enable them to find jobs or upgrade themselves in jobs they already had, much of word learning process was centered

around reading words met in a job situation. Vocabulary such as "factory, hood, lift, tool", etc., made up many of the word study lists.

The Fernald method was used in the word learning process. During the follow-up interviews one of the clients said she was still using the "Fernald way to learn new words". The Daniels and Schiffman Structural Analysis Kit was used with those who needed word attack skills. A sound Foundation Kit by Developmental Learning Materials was used for work in phonics. Basic phonics books were given to those who needed very elementary work in phonic skills. The Comprehension Inventory as well as the Daniels Word Recognition Survey was administered to some of the readers.

While functional reading skills were stressed, because of the varied needs and abilities of the individuals, other skills and activities were incorporated into the program when needed.

The units of study covered during the 14 week period included:

1. Current events

   This was a simple listening activity continued throughout the program.

2. Filling out a job application

3. Recognizing traffic signs

4. Dictionary skills

   Alphabetizing

   Locating words to check syllabication, spelling and meaning

5. Locating information in the Telephone Directory

   White pages

   Yellow pages

6. Using T.V. Guide

7. Following simple directions

The skills that were concentrated on were:

1. Recognition of letters auditorially and visually
2. Aural recognition of syllables
3. Alphabetical sequence for dictionary skills
4. Visual and auditory recognition of word beginnings and endings
5. Initial consonant substitution (word families)
6. Recognition of endings s, es, ed, ing
7. Vocabulary development

   Providing synonyms for words used in stories

   Learning and recognizing definitions
8. Locating specific factual information within language experience stories.

It was interesting to note that in an interview with a "drop-out" Joyce had said that the Calvert Adult Education Center was a better program for her. However, she went on to say what a "terrific achievement it was for her to have learned how to use a dictionary while she was in the Hopkins reading program". "I have learned three new words every day since I left the program!"

"The group was extremely cooperative, motivated and grateful that they had a place to come where they could learn to read. Many were overly optimistic about how much they would and could realistically learn in the short period of this program. A few others were very intimidated and insecure. However, all were encouraged and helped to meet with as many successful

experiences as humanly possible and small steps were taken to meet with my goals, a bit more realistic than theirs." This was a reading specialist's observation about the adults who participated in one group of the Hopkins reading program. It is a representative picture of all the adults who completed the program.

On the final day of classes, a certificate stating that the student had successfully completed the Hopkins Reading Program was presented to each of the 23 adults who participated in the 14 week program. This certificate of attendance and recognition of participation was important to each student. They were very proud to have earned it. It was signed by each counselor and reading teacher involved with the adult. It was a rewarding experience to see the pride exhibited by these adults on receiving these certificates.

Phase IV A Follow-Up Study of Each Client After Remedial Instruction and Counseling; And an Evaluation of the Entire Program

A follow-up study was conducted six months after the reading program was concluded to see if the two-fold purpose of the program had been met with success. A questionnaire was sent to all of the professionals (counselors and reading teachers) inquiring whether or not the training seminars had been an adequate preparation for dealing with the adults selected for the Hopkins reading program. Information concerning the employment status and school involvement of each client was obtained. Feelings about what the program had accomplished for them as well as any indications of self confidence or self awareness they had gained from participating in the program were recorded.

Before interviewing the clients a thorough study of each case history was made by the interviewer. All comments from both reading specialists and counselors were reviewed.

Each of the adults who completed the program as well as those who had dropped out were contacted. If personal inquiry by phone was not possible, family members, relatives or roommates, were interviewed. In some cases no information was available from these sources and further follow-up was made through the referring social agency, if that was the case. When all contacts had been exhausted without success, a simplified form letter was sent which included a stamped self-addressed envelope to those students who could not be reached by any other means. Three of these eleven letters were returned and answered.

These letters were addressed to clients who were termed "functionally illiterates".

Dear_____

We want to know about you.

Are you working?

Where?

Are you going to school?

Where?

Did you like the reading program?

Why?

These clients had much difficulty in dealing with written material. Any replies would have indicated much effort to respond.

Group Profile

The initial program at Hopkins was comprised of forty-nine adults; ten were females and thirty-nine were males. The group ranged in age from 17 to 54. One exception was a 70 year old female who had accompanied her daughter to class.

FIGURE 3-1

AGE AND SEX DISTRIBUTION OF 23 ADULTS WHO SUCCESSFULLY COMPLETED THE PROGRAM

	Under 20	20-29	30-39	40-49	50-59	60+	Totals
Female	1	1			2		4
Male	1	9	6	2	1		19
							23

Of the 23 students who successfully completed the program, 4 were females and nineteen were males. The greatest number of males to complete the program were in the age range of 20-29; 9 were in this age bracket followed by 6 in the next age category of 30-39 years of age.

Two males in the range between 40-49 completed successfully; 1 under 20 and 1 between the ages of 50-59 successfully finished the program. Two of the females in the 50-59 group finished successfully; and 1 female in each of the 20, and 20-29 group completed the program successfully.

FIGURE 3-2

Age and Sex Distribution of the Drop-Out Population

	Under 20	20-29	30-39	40-49	50-59	60+	Totals
Female	2	2			1	1	6
Male	10	8	2				20
							26

Twenty-six adults dropped out of the program. The greatest number of male drop-outs, a total of 10 students, were in the under 20 age range. The next largest male drop-out figure was 8 in the 20-29 range category. Two males did not continue the program in the age distribution 30-39.

There were six females who dropped out of the program. Two females in the under 20 age range as well as two in the 20-29 age bracket dropped out. One female in the group 50-59 did not finish and the 60+ female adult dropped out of the program. This particular female drop-out was the 70 year old who had accompanied her daughter to class; this adult was extremely deaf and dropped out because she felt she could not "cope" in class.

Follow-Up Survey of 23 Adults Who Completed Program Successfully

Telephone contact	12
Family	6
Other agencies	3
Vocational Rehabilitation	
Department of Correction	
No information	2

Follow-Up Survey of 26 Adults Who Did Not Complete Program

Personnel telephone contact	7
Family	10
Letter reply	2
Other agencies	2
Manpower	
No information	4
Deceased	1

Source of Referral and Number From Each Source	Adults Who Completed Program	Adults Who Did Not Complete Program
Association of Children with Learning Disabilities	1	
Calvert Adult Education Center	5	3
Manpower	2	11
Private Physician	1	
Vocational Rehabilitation	5	5
Office of Adult Education	1	
Self-referred	4	3
Dundalk Community College	1	
Department of Correction	2	1
Mercy Hospital	1	1

The largest number of referrals came from Manpower. This source was responsible for 13 of the accepted applicants. Vocational Rehabilitation referred 10 adults and Calvert Adult Education Center referred 8. There were 7 self-referred students; three were referred from the Department of Correction, 2 from Mercy Hospital, and 1 from each of the following sources: Association of Children with Learning Disabilities, private physician, Office of Adult Education and Dundalk Community College. Two referral sources were not known.

The greatest number of drop-outs were from the Manpower referral source. Eleven drop-outs were from this source. It would appear that of all referring agencies, those referred by Manpower would be the least successful in terms of completing the program.

Two of the referral sources of the drop-out population were unknown.

The initial group of forty-nine adults was divided into 3 classes. For purposes of describing each group they will be referred to as Class Group I, II, and III.

Make-Up of Class Group I By Age And Referral Source

Class Group I was held in the evening. The class was composed of 16 males who ranged in age from 17 to 53. Eleven of these students completed the program successfully; five dropped out.

FIGURE 4-1

AGE AND REFERRAL SOURCE OF 11 ADULTS COMPLETING PROGRAM SUCCESSFULLY IN CLASS GROUP I

Age	Number	Referral Source
20-29	5	Children with Learning Disabilities Self-referred Calvert Adult Education Center Private physician Vocational Rehabilitation
30-39	4	Mercy Hospital Vocational Rehabilitation - 2 Self-referred
40-49	1	Vocational Rehabilitation
50-59	1	Self-referred

The greatest number of adults to successfully complete the program ranged in age from 20-39; 9 adults in Class Group I were in that group. The largest number of adults who successfully completed the program were 4 referred by Vocational Rehabilitation and 3 who were self-referred.

FIGURE 4-2

Ages and Referral Source of 5 Adults Who Did Not Complete Program In Class Group I

Age	Number	Referral Source
Under 20	1	Manpower
20-29	4	Vocational Rehabilitation Manpower Calvert Adult Education Center 1 Referral Source Not Available

The largest number of drop-outs in this group were the 4 adults within the 20-29 age range. One adult was under 20 in the drop-out group.

Two students dropped out because of new jobs; one got employment in a florist and one got a job in a supermarket. One adult dropped out because of a change in work schedule at a supervisory hospital job which he already held. The fourth drop-out in Class Group I entered a training program for heavy equipment. One adult dropped out because of domestic problems at home.

Class Group II Day Session

This group was made up of sixteen adults, four of whom were females and twelve were males. They ranged in age from sixteen to fifty-three. Five of the students successfully completed the program; eleven of Class Group II dropped out of the program.

FIGURE 4-3

AGE, SEX AND REFERRAL SOURCE OF 5 ADULTS COMPLETING PROGRAM SUCCESSFULLY IN CLASS GROUP II

	Age	Referral Source
Male		
3 males	2 (20-29 years old)	2-Calvert Adult Education Center
	1 (30-39 years old)	1-Calvert Adult Education Center
Female		
2 females	1 (under 20 years old)	1-Manpower
	1 (50-59 years old)	1-Self-referred

The distribution in this group was 3 referrals from Calvert Education Center, 1 was a self-referral and 1 from Manpower. Greatest number of adults to complete program fell in age range of 20-39 with 3 in this group.

FIGURE 4-4

Age, Sex, and Referral Source of 11 Adults Who Did Not Complete Program

Age		Sex	Referral Source
Under 20	- 1	Male	Manpower
	2	Male	Manpower
	3	Female	Not known
	4	Male	Manpower
	5	Male	Manpower
	6	Male	Manpower
	7	Male	Manpower
	8	Female	Manpower
	9	Male	Manpower
	10	Male	Manpower
20-29	- 1	Male	Manpower

There were 2 female and nine male drop-outs in this group. Ten of the drop-out population had been referred by Manpower; one drop out referral source was not known. Ten adults who did not continue the program were under the age of twenty; one adult drop out was within the 20-29 age bracket. It appears from these statistics that those referred by Manpower under the age of twenty had the largest number of drop outs in Class Group II.

Class Group III Day Session

Seventeen adults, eleven males and six females made up Class Group III. They ranged in age from 18 to 54; one exception was the 70 year old female who joined the group along with her daughter. Seven adults completed the program in this session and ten students dropped out of the program.

FIGURE 4-5

AGE, SEX AND REFERRAL SOURCE OF 7 ADULTS WHO COMPLETED PROGRAM SUCCESSFULLY

Males	Age			Referral Source
5 males	Under 20	-	1	Department of Correction
	20-29	-	2	Vocational Rehabilitation
	30-39	-	1	Dundalk Community College
	40-49	-	1	Calvert Adult Education Center
Females				
2 females	20-29	-	1	Manpower
	50-59	-	1	Office of Adult Education

Two males, age range of 20-29 were referred by Vocational Rehabilitation, one under 20 years of age referred from Department of Correction, one from 30-39 age bracket referred by Dundalk Community College and one male referred by Calvert Adult Education Center between ages 40-49. One of the females referred by Manpower was in the 20-29 bracket; one female referred by Office of Adult Education Center was in the 50-59 age range.

FIGURE 4-6

Age, Sex and Referral Source of 10 Adults Who Did Not Complete Program

Males	Age			Referral Source
6 males	Under 20	-	1	1-Vocational Rehabilitation
	20-29	-	3	2-Vocational Rehabilitation 1-Department of Correction
	30-39	-	2	1-Self-referral 1-Calvert Adult Education Center
Females				
4 females	20-29	-	2	1-Calvert Adult Education Center 1-Mercy Health Center
	50-59	-	1	Self-referral
	70	-	1	Self-referral

Six males and four females did not complete the program in Class Group III.

Class Group I which was made up of sixteen males had the largest number of adults to complete the program successfully. This was a total of eleven adults. The age range of the majority of this group fell between 20-39 age span; the referral sources which predominated this successfully completed group of adults were those adults who were referred by Vocational Rehabilitation and those who were self-referred.

Class Group I referred eight adults to the 6 week Extension program. All but one completed successfully the 6 week period. This was the largest group from the initial program to continue the Hopkins reading program.

One of the criteria for admission into the program was that the applicant receive below the 50%-ile; the cut-off point on the Stanford diagnostic test for acceptance.

Stanford Diagnostic Scores of Applicants Who Completed Program

#1	38%	#7	20%	#13	1%	#19	24%
#2	1%	#8	0	#14	1%	#20	38%
#3	4%	#9	1%	#15	1%	#21	2%
#4	38%	#10	24%	#16	1%	#22	30%
#5	1%	#11	1%	#17	1%	#23	1%
#6	1%	#12	0	#18	1%		

Stanford Diagnostic Scores of Applicants Who Did Not Complete Program

#1	6%	#7	38%	#13	1%	#19	1%	#25	1%
#2	36%	#8	0	#14	16%	#20	32%	#26	1%
#3	1%	#9	1%	#15	10%	#21	20%		
#4	1%	#10	20%	#16	1%	#22	14%		
#5	20%	#11	2%	#17	1%	#23	1%		
#6	8%	#12	1%	#18	30%	#24	16%		

FIGURE 5-1

CURRENT EMPLOYMENT STATUS OF 23 ADULTS WHO SUCCESSFULLY COMPLETED PROGRAM

Currently Employed	Male	Female
10	8	2
Not Currently Employed		
9	7	2
No Employment Information Available		
3		

FIGURE 5-2

EMPLOYMENT STATUS UPON ACCEPTANCE OF 23 ADULTS WHO SUCCESSFULLY COMPLETED PROGRAM

Employed	Male	Female
6	6	
Not Employed		
15	11	4
No Information Available		
2		

FIGURE 5-3

Current Employment Status of 26 Adults Who Did Not Complete the Program

Currently Employed	Male	Female
10	9	1
Not Currently Employed		
11	7	4
No Employment Information Available		
4		
Deceased		
1		

FIGURE 5-4

Employment Status Upon Acceptance of 26 Adults Who Did Not Complete Program

Employed	Male	Female
4	3	1
Not Employed		
20	16	2
No Information Available		
4		

At the conclusion of the follow-up study four adults who had successfully completed the program and who had not been previously employed now had jobs. Two females and two males were now employed who had not previously held jobs. One adult in this group is on a work-study program at "Harbor City School"; and one adult has full time employment versus a part time job situation at the beginning of the program.

Of those adults who dropped out of the program six male adults who had not been previously employed had obtained jobs. This was their reason for dropping out of the program.

FIGURE 6-1

CURRENT SCHOOL INVOLVEMENT OF 23 ADULTS WHO COMPLETED PROGRAM SUCCESSFULLY

	Male	Female
Attending School		
9	6	3
Not Attending School		
12	11	1
No Information Available		
2		

One adult is scheduled by Vocational Rehabilitation for neurological and physiological evaluation from this group.

FIGURE 6-2

SCHOOL INVOLVEMENT UPON ACCEPTANCE OF 23 ADULTS WHO COMPLETED PROGRAM SUCCESSFULLY

	Male	Female
Attending school before program began		
7	6	1
Not attending school before program began		
14	11	3
No Information		
2		

Since the completion of the program two additional adults who successfully completed the program are involved in a school situation.

FIGURE 6-3

Current School Involvement of 26 Adults Who Dropped Out of Program

	Male	Female
Attending school		
5	4	1
Not attending school		
16	14	2
No Information available		
4		
1 Adult - deceased		

FIGURE 6-4

School Involvement Upon Acceptance of 26 Adults Who Dropped Out of Program

	Male	Female
Attending school		
4	3	1
Not attending school		
21	20	1
No information available		
1		

One additional adult is currently involved in a school situation than was before he dropped out of the reading program.

PART III

The Extension Program

At the conclusion of the initial program some of the students requested that an additional session be held. An extension of funds made this possible and the program was continued for six weeks. This was referred to as the Extension program.

The Extension program was made up of nineteen males and five females; the group ranged in age from eighteen to fifty-four years of age. The twenty-four students who made up the extension group were divided into an evening and day session according to preference expressed. Seven members of this group were neophytes to the program. Both groups were assigned one counselor and one reading specialist.

The reading program again covered functional reading skills which had been stressed in the earlier sessions.

During this six week program two tests were administered during the counseling sessions. The Wechsler Adult Scale and the Tennessee Self-Concept Scale were given to each student. From the counseling standpoint, the Extension program dealt primarily with the testing situation. When time permitted,individual counseling centered on future referrals for the students.

Fifteen adults successfully completed this six week Extension program; nine students dropped out. Four of the neophyte members successfully completed the session; three of the new members dropped out of the class.

FIGURE 7

Wechsler Adult Intelligence Scale

Group I.Q. Scores

	Mean	Standard Deviation	
Information	9.81	4.00	
Comprehension	15.40	5.11	
Arithmetic	6.32	2.03	Number 22
Similarities	10.04	5.11	High Average
Digit Span	8.04	2.47	109
Vocabulary	26.77	14.89	Mental Defective
Verbal Score	42.13	13.87	65
I.Q.	= 84		

FIGURE 8

Tennessee Self Concept Scale

	Mean	Standard Deviation	
Total Positive P. = "Self Concept"	313.08	39.07	
Column 1 - Physical Self	64.56	10.22	
Column 2 - Moral-Ethical Self	62.21	10.18	Number 23
Column 3 - Personal Self	59.30	11.62	
Column 4 - Family Self	62.60	8.55	
Column 5 - Social Self	60.73	8.61	
Total Self Concept 347			

While the Total Group I.Q. score of 84 reflects the dull normal category, it should be noted that the pattern shows lowered scores in the skill areas of arithmetic information and digit span.

Scaled scores in comprehension, similarities and vocabulary were higher than in the skills areas. This indicates not only the ability to form concepts, but much compensatory activity to "make up for" lack of skills.

The Self Concept scores on the Tennessee Self Concept Scale hover about the 38 percentile. The implications of these results for education range from instruction to curriculum planning.

FIGURE 9-1

AGE, SEX, WECHSLER I.Q. AND TSC SCORES OF 15 ADULTS WHO SUCCESSFULLY COMPLETED THE SIX WEEK EXTENSION PROGRAM

	Age	Sex	I.Q.	TSC
#1	24	Male	66	317
#2	22	Male	82	376
#3	21	Male	82	274
#4	54	Female	87	346
#5	46	Male	66	288
#6	35	Male	102	323
#7	19	Male	81	316
#8	40	Female	86	258
#9	34	Male	79	344
#10	18	Male	Test Not Administered	304
#11	36	Male	100	299
#12	53	Male	88	221
#13	34	Male	109	323
#14	35	Male	60	362
#15	26	Male	73	296

Two females and thirteen males successfully completed the Extension program.

Seventeen students who participated in the Extension program had already successfully completed the initial Hopkins reading program. The largest number to continue with the Extension program came from Class Group I; this was a total of eight adults; three adults came from Class Group II and six adults were referred from Class Group III.

Age, Sex and Source of Referrals for New Students in Extension Program

	Age	Sex	Referral Source
#1	24	Male	Vocational Rehabilitation
#2	22	Female	Kennedy Institute
#3	29	Male	Department of Correction
#4	28	Female	Eastern Mental Health District
#5	46	Male	Department of Correction
#6	40	Female	Self-referred
#7	18	Male	Baltimore City Social Services

Four of the new students completed the six week program; three new students dropped out.

FIGURE 9-2

Age, Sex, Wechsler I.Q. and TSC Scores of 9 Adults Who Dropped Out of The Extension Program

	Age	Sex	I.Q.	TSC
#1	22	Female	87	317
#2	29	Male	93	370
#3	20	Male	Test Not Administered	
#4	53	Female	77	333
#5	29	Male	76	314
#6	31	Male	88	305
#7	25	Male	74	350
#8	28	Female	108	326
#9	41	Male	87	239

Three females and six males dropped out of the six week Extension program.

It is apparent from a cursory comparison of scores that there is no significant difference in I.Q. or TSC scores between those who remained in the program and those who dropped out. Motivation rather than either intelligence or self-concept seems to account for the difference.

Of the nine drop out population three adults dropped because of new employment and one dropped because of a shift in job hours.

The largest number of adults to complete the six week Extension program came from Class Group I. Only one adult dropped out from the Class Group I. All three students referred from Class Group II dropped and two adults referred from Class Group III dropped. The remaining three drop outs were new members to the program.

It was interesting to note that the same counselor who worked with Class Group I continued with eight of the adults into the six week Extension program; the Class Group III counselor continued working with Extension group members. A new counselor and reading teacher were assigned to those three adults from the Class Group II.

The question is raised here whether the three adults who had successfully completed the initial program and then dropped out during the six week Extension would have done so if they had continued with the same professional. It was felt that a very strong attachment had existed between these three adults and the counselors and reading specialists concerned.

PART IV

Conclusions And Recommendations

In conclusion it should be stated that in no way can this program be evaluated statistically. Feelings and attitudes about how much the program meant to the individuals who participated cannot be numberically equated. It is the consensus of all the counselors, reading teachers, and all other professionals involved that such a program is a meaningful and much needed learning experience for the disadvantaged learning disabled adult if he or she is to gain employment or become more job promotable. This was well expressed by the client who painstakingly wrote back and said he "liked the program because it helped him get a job". He is now employed !

From the findings presented therefore, it is valid to state that the two-fold purpose of this program was met in large degree.

All of the twelve professionals involved felt that they were able "to use something of everything that was covered in the training seminars". The reading specialists felt that a definite amount of progress was made by the students. It was suggested that in a future program of this type, more of the training sessions in the reading seminars utilize individual instructional aides that can be used in working with this population. It was also felt that the Stanford Diagnostic Test was not the best testing measurement to be used in accepting applicants.

From the nineteen adults personally contacted, from the family comments of sixteen of the students, and from the three letters of inquiry which were answered, (as well as from the reports of counselors and teachers), the project was a success.

This program was comprised to some extent of a transient population and it was difficult to follow up many of the participants involved by direct contact. Of the 49 initial participants in the program it was not possible to obtain any information on six of the adults six months after the program was completed.

The availability of a job was very crucial to this group of adults. Some of the absenteeism can be attributed to job seeking. When queried as to the reason for "dropping-out" six adults indicated their need to get a job was momentarily more important to them. Seven of the drop-outs in the program found jobs after having been in the counseling and remediation classes.

Thirteen adults who successfully completed the program and eight of the drop-out students stated they would like the program continued. If possible, it was also suggested that classes be held three days a week instead of two days a week. The limited duration of time which was allotted for this pilot program was a negative factor in accomplishing all the reading tasks as well as more effective counseling. All of the professionals felt that the program should have continued over a longer period of time. All the students hoped that the program "would go on till they could pick up a book and read".

It was further suggested that the Extension program should have been confined to the continuing students and not complicated by the addition of new students.

It was suggested by the six counselors, six reading specialists, and the coordinator that a working relationship with the referring agencies be established from the onset of the program since, at times, both the Hopkins' counselors and other agency counselors were working with the same student simultaneously. A written referral concerning the applicant from

the referring agency would facilitate communication during the program.

The most motivated and cooperative students were those who were self-referred or referred by an agency such as Vocational Rehabilitation or the Calvert Adult Education Center wherein the client had taken the initiative for self-help. The referral source is an important factor for success in a program such as this one. The largest group of adults to drop out of the program were those adults referred by Manpower.

Another recommendation made was that all testing be done before and immediately after the program and not during the time allotted to the remediation or counseling segment.

APPENDIX I

CASE HISTORIES

In order to more adequately describe the drop-out population, an abreviated case history of each individual is presented.

Male #1 Age 20 - Referred by Department of Correction

Attended 9 or 28 classes - both reading teacher and counselor did not predict this adult would succeed. Stopped coming when released on parole. (Cannot get any further information)

Male #2 Age 18 - Referred by Manpower

Attended class 6 times. Disruptive in class; restless during most of classes he attended. Not currently employed nor going to school.

Male #3 Age 25 - Referral source unknown

Adult has cerebal palsey. Learning deficiency; very poor retention in short time he was in reading class; dropped out of counseling early; attended ECC horticulture program concurrently with our program. Now employed - full time in florist. Not attending school. Mother says "he has all he can handle at this point".

Female #4 Age 18-Referred by Manpower

Attended 6 sessions - unable to contact. Only information available from agency is that client is pregnant.

Male #5 -Referred by Manpower

Currently working in factory full time; not attending any class.

Female #6 Age 70-Client hard of hearing; almost deaf, dropped by "mutual consent"

Male #7 Age 36 -Referred by sister

Attended only 3 sessions; affected greatly by hit and run death of brother. Employed as bus driver. Not attending any class.

Male #8 Age 24 -Referred by Vocational Rehabilitation

Sporadic attendance; domestic problems. Employed full time Maryland Cup. Not attending any school.

Female #9 Age 29-Referred by Calvert Adult Education Center Attended 6 classes. Said she preferred teaching methods at Calvert. Learned to use dictionary during Hopkins program; felt this was a terrific achievement! Dropped because of a full time job. Employed at General Motors and attends school 3 days a week.

Female #10 Age 19-Stayed with program until April; sporadic attendance, involved family problems, dropped out to look for job. Currently not employed and not going to school.

Male #11 Age 30 -Referred by Calvert Adult Education Center

Dropped program after 2 classes

No follow-up information available

Male #12 Age 16 -Referred by Manpower

Attendance very sporadic - "Didn't like getting up in the morning". Not employed but is going to school.

Male #13 Age 17 -Referred by Manpower

Poor attendance - finally dropped "only came because he was promised he could get into Job Corp via this program". Not currently employed nor attending any school.

Male #14 Age 17 -Referred by Vocational Rehabilitation

Sporadic attendance, dropped because of change in job shift; also felt he needed a private tutor. Employed full time. Not attending any class.

Male #15 Age 16 -Referred by Vocational Rehabilitation

Attended 8 classes; dropped when he accepted job with home improvement firm. Currently employed at organic food warehouse, attending high school working toward GED

Male #16 Age 18 -Referred by Manpower

Sporadic attendance; dropped out of program to look for job. Currently employed at a theater full time. Not attending any class.

Male #17 Age 22 -Referred by Vocational Rehabilitation

Attended 11 classes. Had been in and out of Spring Grove, history of drug involvement. Client is desceased. Cause of death attributed to Cancer.

Male #18 Age 17 -Referred by Job Corps

Dropped program in February for job in supermarket. Currently employed there. Not attending any school.

Male #19 Age 28 -Referred by Vocational Rehabilitation

Dropped program to enter training program in heavy equipment, did not have money for gas to attend our classes. Convalescing from operation. Not currently employed and not in any school situation. Completed training program in heavy equipment.

Female #20 Age 50-Self referred

Attended 8 classes, dropped program after mid-March. Health a problem. Could not contact client. Information obtained from brother very vague. "Doesn't think she is employed and doesn't think she is going to school."

Male #21 Age 18 -Referred by Manpower

Dropped out on March 12 to look for job. Now in Job Corp in Indiana.

Male #22 Age 26 -Referred by Calvert Adult Education Center

Dropped program because of a switch in work schedule. Employed at Union Memorial Hospital. Not attending any class.

Male #23 Age 17 -Referred by Manpower

Attended 4 classes; dropped out of program because "mother was sick". Now reenrolled in Job Corps.

Male #24 Age 21 -Referred by Manpower

Attended 10 sessions - dropped "not interested in attending" no information available on client.

Male #25 Age 18 -Referred by Manpower

Sporadic attendance. Slept in class - had many legal problems. Dropped to look for job. Not currently employed and not attending school.

Female #26 Age 26-Referred by Health Center

Attended 4 classes. Dropped "because she felt she could not keep up with group". Is not currently employed or in any class situation.

APPENDIX II

QUESTIONNAIRE & RESPONSES

One of the purposes of this program was to train reading specialists and counselors to work with adults with specific learning disabilities so these adults would become employable and promotable.

A questionnaire was sent to each of the professionals to ascertain from them whether this goal had been met. The overall consensus of the counselors and reading specialists was that they were able to use something of everything that was covered during the training seminars. It was felt that those adults who completed the program were highly motivated but "that without some rather immediate followup much of the success would be valueless." It was felt that the counseling was a vital part of the program; "the opportunity to share positive and negative feelings, to see that others had similar frustrations and to talk about themselves was a unique and rewarding experience. I saw many individuals grow and become more open." The student adults were proud to be associated with a Hopkins project. The small group size was felt by many of the students as an important factor; they felt they were getting individual attention.

The following letter received at Hopkins is from a twenty-one year old male who successfully completed the program; it is a self-revealing comment on what the program had accomplished for him.

October 05, 1976

"To Who this letter may concern:

Is Johns Hopkins University going to have the Reading & Spelling class in Shaffer Hall room 401 this year. The class

you all have before helped me with my reading & spelling problem. I like to come back to Johns Hopkins University again to learn a little bit more about reading & spelling.

When I was there they did help me and I wood like to have then again, in that 20 weeks, I learn alot & I like going to school, I go to school to learn. One of my gold is to learn how to reading & spelling better. I was in the morning class 9:30 to 1:30 I like the class & I hope, I can come agin. Write back & tell me the answer Please.

Think You

P.S. Inclosed is a letter to help you understand this letter from me."

All of the student adults interviewed unhesitatingly welcomed the opportunity to talk about the program and about their present situation.

With the relating of some of the case histories it is apparent that counseling must be an integral part of the remediation process. Self-confidence is a stepping stone on the road toward "I can read a little bit now!"

Both the reading teacher and the counselor expressed astonishment when this 18 year old male's attendance stopped abruptly. "G" was scared off when I probably got too close, too soon to a whole nexus of family difficulties." This was his counselor's comment. The counselor indicated that G's needs were (1) live away from his family and (2) to get a job.

From the letter which the student returned, he now was employed full time. "Because it helped me a little to get me a job" was his reply to the question, "Did you like the Reading program?" Upon talking with his sister, it was learned that the client had moved into his own apartment. These facts would indicate that the program was influential in starting this student toward self-confidence and self-fulfillment. Had this particular case been evaluated statistically, it would have been tabulated as a "drop-out". Certainly all subsequent factors indicated that a measure of success was obtained from the program.

Many of the adults felt that they would like the program continued and that they would like to be a part of it. "Beautiful! Wish I was going there now," "lost without school", "program helped me so much" and "good thing for me", "learned to fill out a job application". These among others were the specific comments that were expressed. One student felt that he would have profited more from an individual tutor. This particular male is employed full time since the conclusion of the program. Extensive direction in job search as well as a job resume had been covered in the counseling session with this 21 year old male. This is "T's" first job and he is very proud to be working. As he expressed it "I got this job on my own!"

The sporadic attendance of one participant was due to poor health. Her performance and class participation was directly related to her state of health; during our program she was taking large doses of drugs under medical supervision. When interviewed in the follow-up study, she promptly

volunteered that had "her health been better she would have been able to participate more". She is currently enrolled in a barbering school. This is a 7 month course and if it is completed successfully the student will receive a Barber's license. Her enthusiasm for her present program as well as interest in the reading program which she had attended were evident during the interview.

"Maybe it is too late for me - I am 52 years old" was a comment made during a counseling interview. "D" was an integral member of the group counseling situation. Her sharing of life situations with the group, mostly younger members, was profound and astonishing. A young client who had been enrolled in a nurse's aid program by one of the counselors was having difficulty in mastering the technique of "hospital bed making". "D" took her to her home to "show her how to do it perfectly". During the follow-up survey "D" related that she was now employed 3 days a week. During the program she had registered at several "care" agencies and her current job was related to work from one of these agencies. "Reading and counseling program was a good part of my life" was her comment.

Employment Placement of 10 Currently Employed Adults Who Successfully Completed Program

Male

*#1 Chesapeake Paper Company. Laborer; full time employment, got job on his own

*#2 Campbell's Concrete, full time, has his own dump truck

*#3 Maryland Cup Company, full time

#4 Baltimore County Department of Recreation and Parks, supervisory job

#5 Glen Gary Brick Company

#6 Northwestern Bureau of Investigation. Security guard

*#7 Copeland Realty Company. Full time maintenance man; got job on his own from ad in newspaper

#8 Maryland State. Painter, full time

Female

*#9 Work-Study Program Harbor City school, paid two weeks, school two weeks, employed at Coppins State College as clerical aide; working toward high school diploma

*#10 Registered with Quality Care and other agencies as companion; currently employed three days a week as domestic

*Not employed before participation in program

Employment Placement of 10 Currently Employed Adults Who Did Not Complete the Program

Male

*#1 Dundalk Florist, full time

*#2 Metal Master, Inc., factory worker, full time

#3 Mass Transit Authority, driver

*#4 Maryland Cup Company, full time

*#5 Stone Industrial Company, as a "winder"

*#6 Belair Organic food warehouse. "I got it myself".

*#7 Charles theater, full time

#8 Working in super-market

#9 Union Memorial Hospital, supervisory job

Female

#10 General Motors, full time

*Not employed before participation in program